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**Facilitator’s Guide
PERMA+ and SMART Recovery***Integrated Recovery Management Curriculum*

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The name of this program, PERMA Recovery, reflects the integration of the **PERMA**+ model of well-being with the goal of building lasting, life-long recovery skills. The term "PERMA" is used aspirationally to describe the durable nature of the skills and mindset we aim to cultivate. It is not intended, and should not be understood, as a guarantee or promise of a permanent cure, a specific result, or a relapse-free future.

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Welcome Message to the Facilitator

Dear Facilitator,

Welcome to the PERMA Recovery Facilitator’s Guide, an integrated program built on the strengths of PERMA+ (Positive Psychology) and SMART Recovery®. This guide is your companion as you lead individuals on a journey toward not only overcoming addiction but building a flourishing life—one rooted in Positive Emotion, Engagement, Relationships, Meaning, Accomplishment, and Physical Wellbeing.

Each session has been carefully designed to combine therapeutic insight with practical action. Whether you're leading a small group in a clinical setting or a community-based program, this guide offers clear instructions, thoughtful prompts, and flexible tools to meet your participants where they are.

Your role is vital. You are more than a facilitator—you are a guide, encourager, and safe presence. As you walk through this material, remember that authenticity, empathy, and adaptability are just as important as the content itself.

We hope you find this guide empowering, enriching, and easy to use. Thank you for being part of this important work. With your leadership, lives will not only change—they will flourish.

Warmly,

The PERMA Recovery Team

**Session 1: A Modern Path to a Flourishing Recovery - Workbook pg. 6**

**Session Length:** 60 minutes

**Objectives:**

* Introduce the integrated approach of PERMA+ and SMART Recovery.
* Define solution-focused and evidence-based recovery.
* Explore participants' initial goals and hopes for recovery.

**Materials Needed:**

* Participant handout: "A Modern Path to a Flourishing Recovery"
* Whiteboard or flipchart
* Markers
* Pens and paper for participants

**Minute-by-Minute Breakdown:**

**0:00 - 0:10 | Welcome and Group Introductions**

* Facilitator greets participants and introduces themselves.
* Icebreaker: “What’s one word you hope describes your life a year from now?”
* Brief explanation of group format and confidentiality agreement.

**Facilitator Script:** "Welcome, everyone. I'm really glad you're here. This group is about more than stopping something—it’s about building something new. Today, we’re starting a journey together, one focused not just on getting rid of addiction, but on creating a life worth living."

**0:10 - 0:20 | Overview of a Modern Approach to Recovery**

* Read or summarize handout section: *Introduction: A Modern Path to a Flourishing Recovery*.

**Facilitator Script:** "Let’s take a few minutes to talk about what recovery really means. This isn’t about labeling or shame—it’s about reclaiming your life. What stood out to you from this introduction?"

**Questions to Ask:**

* "What does a ‘flourishing life’ mean to you?"
* "Why might it be helpful to focus on building a new life instead of just avoiding relapse?"

**0:20 - 0:30 | SMART Recovery and PERMA+ Explained**

* Review the frameworks from the handout.

**Facilitator Script:** "These two approaches—SMART Recovery and PERMA+—fit together beautifully. One teaches you how to navigate the road. The other gives you a powerful reason to keep driving."

**Discussion Prompt:**

* “Which part of SMART Recovery or PERMA+ seems most interesting or useful to you right now?”

**0:30 - 0:45 | Group Activity: Vision for Recovery**

* Ask participants to write down a vision for their flourishing life using the PERMA+ areas: Positive Emotions, Engagement, Relationships, Meaning, Accomplishment, and Health.

**Facilitator Script:** "Take a moment and imagine your life if you were truly flourishing. What does that look like emotionally, socially, mentally, and physically? Use the PERMA+ areas as a guide."

**Optional Questions to Support Reflection:**

* “What brings you joy or energy now—or used to?”
* “What kinds of relationships do you want to build or repair?”
* “What would ‘success’ in recovery look like for you?”

**0:45 - 0:55 | Group Sharing & Discussion**

* Invite volunteers to share parts of their vision.
* Reflect and affirm their aspirations.

**Facilitator Prompts:**

* "That’s a powerful vision—how would it feel to live that way?"
* “What strengths can you already see that might help you reach this?”

**0:55 - 1:00 | Wrap-Up and Preview**

* Summarize key takeaways.
* Preview the next session.

**Facilitator Script:** "Today we focused on what we’re moving toward—not just away from. Keep your vision in mind this week. Next time, we’ll explore motivation and how to keep going, even when it’s hard."

**Homework (Optional):**

Write a paragraph or draw a picture representing your ‘flourishing future’ based on today’s group.

**End of Session 1**

**Session 2: Positive Emotions – Cultivating Joy in Recovery – Workbook pg. 10**

**Session Length:** 60 minutes

**Objectives:**

* Understand the role of positive emotions in recovery.
* Identify joy triggers and healthy strategies for emotional uplift.
* Practice the "Three Good Things" exercise.

**Materials Needed:**

* Handout: "P: Positive Emotions"
* Pens and paper or notebooks for participants
* Whiteboard or flipchart
* Markers

**Minute-by-Minute Breakdown:**

**0:00 - 0:10 | Welcome and Group Check-In**

* Greet participants and review key points from Session 1.
* Quick round: "Name one small thing that made you smile this week."

**Facilitator Script:** "Welcome back! Let’s start by remembering a small moment of joy or peace from this week. Even the tiniest spark of joy counts—it helps train our brain to focus on what’s working."

**0:10 - 0:20 | Teaching: What Are Positive Emotions?**

* Read or summarize the handout: "P: Positive Emotions."

**Facilitator Script:** "Positive emotions are like fuel for your recovery. They’re not about ignoring pain or struggle—they’re about creating balance and building resilience. The goal is to fill your life with moments that bring joy, hope, gratitude, and love."

**Discussion Questions:**

* "Which of these emotions do you want more of in your life?"
* "How do positive emotions help you stay on your recovery path?"

**0:20 - 0:35 | Group Activity: 42 Joy Triggers**

* Review the chart: "42 Healthy Ways to Cultivate Positive Emotions."
* Invite participants to choose 3–5 that speak to them and share why.

**Facilitator Prompt:** "Let’s explore what brings us joy. Look over this list of 42 activities. Circle or write down a few you’ve tried—or would like to try."

**Optional Sharing Questions:**

* "What’s one thing from this list that feels doable this week?"
* "Which activities from your past have brought you joy that you might revisit?"

**0:35 - 0:50 | Practice: Three Good Things Exercise**

* Introduce and explain the “Three Good Things” practice from the handout.

**Facilitator Script:** "This is one of the most researched tools in Positive Psychology. It helps your brain recognize the good, which over time builds hope, gratitude, and a stronger sense of well-being."

* Walk participants through one example together.
* Give them 5–7 minutes to write 3 good things that happened this week and why.

**Optional Questions:**

* "Was it easy or hard to come up with three?"
* "What patterns or themes did you notice in your responses?"

**0:50 - 0:58 | Group Discussion and Sharing**

* Invite participants to share one "good thing" they wrote down.
* Reflect on how these moments connect to the PERMA+ model.

**Facilitator Script:** "You just practiced something that directly nurtures the ‘P’ in PERMA. It also connects to Meaning and Accomplishment—every small moment matters."

**0:58 - 1:00 | Wrap-Up and Homework**

* Summarize the power of positive emotion in building recovery.
* Encourage participants to continue the “Three Good Things” log daily.

**Facilitator Script:** "Recovery isn’t just about stopping pain—it’s about growing joy. Try writing down your three good things every night this week. Let’s build on the good."

**Homework (Optional):**

Begin a nightly "Three Good Things" journal. Use the structure provided in your handout to reflect on the positive moments of each day.

**End of Session 2**

**Session 3: Practice Positive Affirmations – Workbook pg. 12**

**Session Length:** 60 minutes

**Objectives:**

* Understand how affirmations can influence mindset and recovery.
* Practice selecting and creating personalized affirmations.
* Build emotional resilience through positive self-talk.

**Materials Needed:**

* Handout: "Practice Positive Affirmations"
* Pens and paper
* Whiteboard or flipchart
* Markers

**Minute-by-Minute Breakdown:**

**0:00 - 0:10 | Welcome and Check-In**

* Welcome participants.
* Check-in question: “What’s one thing you said to yourself this week—positive or negative?”

**Facilitator Script:** "Welcome back! Let’s begin by reflecting on the way we talk to ourselves. Our self-talk has a powerful impact. Did you catch yourself using helpful or hurtful language this week?"

**0:10 - 0:20 | Teaching: What Are Positive Affirmations?**

* Review the explanation from the handout: "Positive affirmations are short, powerful statements..."

**Facilitator Script:** "Affirmations are like mental training reps. They’re not about pretending—we’re reinforcing the truth of who we are becoming."

**Discussion Questions:**

* "Which affirmations from the list stand out to you?"
* "What thoughts do you want to challenge or replace?"

**0:20 - 0:35 | Group Activity: Explore 42 Positive Affirmations**

* Review the list of 42 affirmations.
* Ask participants to highlight or circle 5 that speak to them.
* Have participants write their top 5 on their own paper.

**Facilitator Prompt:** "Take a moment to really think about which statements you want to live into. Write down five that you’ll start practicing daily."

**0:35 - 0:45 | Sharing and Reflection**

* Invite volunteers to share one affirmation they chose and why.
* Validate and normalize a variety of choices.

**Facilitator Prompt:** "What does this affirmation mean to you? How does it feel to say it out loud?"

**0:45 - 0:55 | Personalization and Practice**

* Guide participants to write one original affirmation.
* Optional: Practice saying affirmations together as a group.

**Facilitator Script:** "Let’s write one from scratch—something unique to your own voice and goals. Then we’ll try saying them together, because affirmations become more powerful when spoken."

**0:55 - 1:00 | Wrap-Up and Homework**

* Summarize the role of affirmations in building confidence and motivation.
* Encourage daily use of selected affirmations.

**Facilitator Script:** "Your words matter. Speak to yourself with truth and compassion. Try reading your affirmations aloud daily. You’re reinforcing your path forward."

**Homework (Optional):**

Choose 5 affirmations to say daily. Write one original affirmation. Reflect on how using them affects your mood and motivation.

**End of Session 3**

**Session 4: Engagement – Finding Your Flow – Workbook pg. 14**

**Session Length:** 60 minutes

**Objectives:**

* Understand the concept of engagement and "flow."
* Identify personal flow activities that support recovery.
* Explore how meaningful engagement builds resilience and prevents relapse.

**Materials Needed:**

* Handout: "E: Engagement"
* Pens and paper or notebooks
* Whiteboard or flipchart
* Markers

**Minute-by-Minute Breakdown:**

**0:00 - 0:10 | Welcome and Check-In**

* Welcome participants.
* Check-in question: “What’s one activity you’ve done that made time fly by?”

**Facilitator Script:** "Today, we’re diving into something called 'flow'—those moments when you’re so absorbed in an activity that time seems to disappear. These experiences are deeply satisfying and powerful in recovery."

**0:10 - 0:20 | Teaching: What is Engagement and Flow?**

* Read or summarize key points from the handout.
* Emphasize characteristics of flow and why it matters in recovery.

**Facilitator Script:** "Engagement helps us stay present, fulfilled, and balanced. Flow activities give us a healthy escape and build momentum. They help replace boredom, cravings, and unhelpful habits."

**Discussion Questions:**

* "Have you ever felt 'in the zone'? What were you doing?"
* "Why do you think flow can be helpful for someone in recovery?"

**0:20 - 0:35 | Group Activity: Flow Inventory**

* Review the list: "21 Examples of Flow Activities."
* Ask participants to identify ones they enjoy or want to try.

**Facilitator Prompt:** "Circle or star any activities that resonate with you—ones you’ve loved, or ones you’d like to experiment with."

**Optional Sharing Questions:**

* "Which activity are you most excited to try or revisit?"
* "Is there a hobby you’ve let go of that you’d like to bring back?"

**0:35 - 0:50 | Interactive Worksheet: Build Your Flow Chart**

* Guide participants to complete the engagement flow chart:
	+ Outdoor activities
	+ Indoor activities
	+ Group activities
	+ Games
	+ Activities to do solo
	+ Physical activities
	+ Creative activities
	+ Projects
	+ Therapeutic activities
	+ Mindfulness activities

**Facilitator Script:** "Think about your preferences and strengths. Let’s fill in each category with one or two activities that help you feel absorbed and fulfilled."

**0:50 - 0:58 | Reflection and Sharing**

* Invite participants to share what they discovered.
* Reinforce the value of regularly engaging in flow experiences.

**Facilitator Prompt:** "How do you feel when you do these activities? How might scheduling them into your week help support your recovery?"

**0:58 - 1:00 | Wrap-Up and Homework**

* Encourage participants to choose one flow activity to try this week.

**Facilitator Script:** "This week, try to do at least one activity that helps you enter flow. Even 15–20 minutes can make a difference in your mood and motivation."

**Homework (Optional):**

Complete the engagement flow chart fully. Choose one new or rediscovered flow activity and schedule time to practice it this week.

**End of Session 4**

**Session 5: Relationships – Building Connection in Recovery – Workbook page 16**

**Session Length:** 60 minutes

**Objectives:**

* Understand the importance of relationships in well-being and recovery.
* Identify supportive people and strategies for nurturing connections.
* Reflect on boundaries and personal rights in recovery relationships.

**Materials Needed:**

* Handout: "R: Relationships"
* Pens and paper
* Whiteboard or flipchart
* Markers

**Minute-by-Minute Breakdown:**

**0:00 - 0:10 | Welcome and Check-In**

* Welcome participants.
* Check-in question: “Who is someone you’re grateful to have in your life right now?”

**Facilitator Script:** "Today we’re focusing on one of the most powerful tools in recovery—relationships. Connection and support can help us heal and thrive."

**0:10 - 0:20 | Teaching: Why Relationships Matter**

* Review handout key points:
	+ Social connection and human nature
	+ Types of relationships
	+ Benefits of strong bonds
	+ Relationship-building practices

**Facilitator Script:** "Healthy relationships provide encouragement, accountability, love, and joy. They’re not always easy—but they’re worth the effort."

**Discussion Questions:**

* "What kinds of relationships are most supportive to your recovery?"
* "How do you know when a relationship is healthy or not?"

**0:20 - 0:35 | Group Activity: Support Inventory**

* Invite participants to reflect on 3 people who support their recovery.
* Guide them in answering how they can strengthen each connection.

**Facilitator Prompt:** "Think about three people who help you feel supported. How can you let them know they matter? How can you deepen those connections?"

**Optional Sharing Questions:**

* "What makes these people helpful or inspiring to you?"
* "What is one small act you could take this week to connect more intentionally?"

**0:35 - 0:45 | Review and Discuss: Recovery Bill of Rights**

* Read the rights together.
* Discuss how each one supports personal boundaries and empowerment.

**Facilitator Script:** "Boundaries aren’t walls—they’re doorways to safe connection. These rights protect your recovery and empower you to choose healthy support."

**Reflection Question:**

* "Which right do you need to practice and honor the most right now?"
* "What is one step you can take to do that?"

**0:45 - 0:55 | Group Dialogue: Nurturing Healthy Relationships**

* Share examples of ways to nurture friendships, family connections, and community bonds.
* Brainstorm what helps people feel valued and respected.

**Facilitator Prompt:** "Let’s talk about how to build stronger connections. What makes people feel seen and appreciated? How can we show up for others—and ourselves?"

**0:55 - 1:00 | Wrap-Up and Homework**

* Summarize importance of social support in long-term recovery.
* Encourage taking action this week to connect with one person more deeply.

**Facilitator Script:** "Relationships are part of what makes life worth recovering for. Reach out, speak kindly, and let people in—you don’t have to do this alone."

**Homework (Optional):**

Reflect on the three people you listed and choose one way to strengthen each relationship. Review the Recovery Bill of Rights and pick one to actively practice this week.

**End of Session 5**

**Session 6: Meaning – Connecting to Purpose in Recovery – Workbook pg. 18**

**Session Length:** 60 minutes

**Objectives:**

* Understand the importance of meaning and purpose in recovery.
* Identify values and life domains that provide personal meaning.
* Explore small actions to live in alignment with purpose.

**Materials Needed:**

* Handout: "M: Meaning"
* Pens and paper or journals
* Whiteboard or flipchart
* Markers

**Minute-by-Minute Breakdown:**

**0:00 - 0:10 | Welcome and Check-In**

* Welcome participants.
* Check-in question: “What gives your life meaning right now, even if it’s small?”

**Facilitator Script:** "Today we’re exploring what makes life feel worth living. In recovery, finding purpose can give you energy and direction—it’s the compass that helps you keep going."

**0:10 - 0:20 | Teaching: What is Meaning and Purpose?**

* Review key points from the handout:
	+ Meaning is connecting to something larger than yourself.
	+ It’s found in many places: work, relationships, faith, causes, creativity, or community.

**Facilitator Script:** "Meaning doesn’t have to be grand. It can be found in small, daily acts—like helping someone, standing up for what matters to you, or practicing your values."

**Discussion Questions:**

* "What brings a sense of purpose to your life today?"
* "What values or causes do you care deeply about?"

**0:20 - 0:35 | Group Activity: Sources of Meaning**

* Review the list of diverse life domains and examples.
* Invite participants to identify which ones resonate with them.

**Facilitator Prompt:** "Circle the areas that give you the greatest sense of purpose—or the ones you want to explore more."

**Optional Sharing Questions:**

* "Where have you found purpose in the past?"
* "What area do you want to focus more energy on in your recovery?"

**0:35 - 0:45 | Personal Values Reflection**

* Present the list of 20 common values.
* Ask participants to choose their top five.

**Facilitator Script:** "Our values shape our meaning. When we live in alignment with them, life feels more fulfilling—even when it’s hard."

**Reflection Prompt:**

* "Write your top five values and one small action you could take this week that reflects one of them."

**0:45 - 0:55 | Sharing and Discussion**

* Invite participants to share a value they chose and a related action they want to take.

**Facilitator Prompt:** "When we live our values, we grow stronger in recovery. Let’s each commit to one step—however small—that reflects who we want to be."

**0:55 - 1:00 | Wrap-Up and Homework**

* Summarize the importance of meaning and purpose.
* Encourage follow-through on the identified action.

**Facilitator Script:** "Recovery is about building a life worth living. Purpose helps us stay focused, strong, and connected. Let’s live this week with meaning."

**Homework (Optional):**

Choose one value-driven action and complete it this week. Journal or reflect on how it felt and what it added to your sense of purpose.

**End of Session 6**

**Session 7: Strengths – Recognizing What’s Right With You – Workbook pg. 19**

**Session Length:** 60 minutes

**Objectives:**

* Recap the importance of meaning and purpose.
* Identify personal strengths and how to apply them in daily life.
* Explore how using strengths enhances recovery and resilience.

**Materials Needed:**

* Handout: "Strengths"
* Pens and paper or journals
* Whiteboard or flipchart
* Markers

**Minute-by-Minute Breakdown:**

**0:00 - 0:10 | Welcome and Check-In**

* Welcome participants.
* Check-in question: “What’s a strength someone else has noticed in you?”

**Facilitator Script:** "Today we’re looking at strengths—your positive qualities, not just problems to fix. Tapping into your strengths can help you recover, grow, and feel proud of who you are becoming."

**0:10 - 0:15 | Recap: Meaning and Purpose**

* Briefly revisit Session 6.

**Facilitator Prompt:** "Last week, we explored what gives your life meaning. Today we build on that by looking at how your strengths help you live those values."

**0:15 - 0:30 | Teaching: What Are Strengths?**

* Explain that strengths are inner resources and traits that support success and well-being.
* Emphasize that recovery is not just about fixing what's wrong, but also building on what's right.

**Facilitator Script:** "Your strengths are already inside you. The goal is to recognize them, grow them, and use them to shape your future."

**0:30 - 0:45 | Group Activity: Strengths Inventory**

* Review the list of 20 Common Strengths:
	+ Creativity, Curiosity, Bravery, Perseverance
	+ Honesty, Kindness, Fairness, Leadership
	+ Self-Regulation, Gratitude, Hope, Humor
	+ Spirituality, Love of Learning, Forgiveness, Social Intelligence
	+ Prudence, Zest, Perspective, Teamwork
* Ask participants to check off the ones that apply to them or that they wish to develop.
* Then invite them to list their top five strengths.

**Facilitator Prompt:** "Which of these strengths have helped you survive or grow? Which ones do you want to use more intentionally in recovery?"

**Reflection Questions:**

1. What are your top five strengths?
2. What is one small action you can take this week that aligns with one of your strengths?

**0:45 - 0:55 | Sharing and Discussion**

* Invite volunteers to share one strength and how they plan to use it.

**Facilitator Prompt:** "When you know your strengths, you can rely on them—especially in tough times. They are part of your recovery toolkit."

**0:55 - 1:00 | Wrap-Up and Homework**

* Reinforce the value of recognizing and using strengths.
* Encourage them to apply one strength in a real-life situation this week.

**Facilitator Script:** "Your strengths are part of who you are. Let them guide you this week—through challenges and successes."

**Homework (Optional):**

Notice and record moments this week when you use your strengths. Reflect on how it helped your mindset or behavior.

**End of Session 7**

**Session 8: Accomplishment – Building Confidence Through Achievement – Workbook pg. 20**

**Session Length:** 60 minutes

**Objectives:**

* Understand how accomplishment supports long-term recovery.
* Learn how to set SMART goals.
* Reflect on past accomplishments and strengths used to achieve them.

**Materials Needed:**

* Handout: "Accomplishment"
* Pens and paper or journals
* Whiteboard or flipchart
* Markers

**Minute-by-Minute Breakdown:**

**0:00 - 0:10 | Welcome and Check-In**

* Welcome participants.
* Check-in question: “What’s something you’ve accomplished lately—no matter how small?”

**Facilitator Script:** "Recovery is not just about what you’re avoiding—it’s about what you’re achieving. Every step forward is an accomplishment. Let’s explore that today."

**0:10 - 0:20 | Teaching: The Role of Accomplishment in Recovery**

* Explain how setting and achieving goals builds confidence and hope.
* Review:
	+ Embrace challenges
	+ Reflect on achievements
	+ Celebrate successes
	+ Develop a growth mindset

**0:20 - 0:35 | SMART Goal Setting**

* Teach SMART goals:
	+ Specific
	+ Measurable
	+ Achievable
	+ Relevant
	+ Time-bound

**Example:** "By the end of June, I will complete a 5-mile run, improving my current time by 10 minutes, by training three times a week and using a running plan."

**Facilitator Prompt:** "Now let’s work on your own SMART goals using this framework."

**Activity – SMART Goal Worksheet:** SPECIFIC \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

MEASURABLE \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ACHIEVABLE \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

RELEVANT \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

TIME-BOUND \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**0:35 - 0:50 | Strengths and Accomplishments**

* Review the 20 Common Strengths list from Session 7:
	+ Creativity, Curiosity, Bravery, Perseverance
	+ Honesty, Kindness, Fairness, Leadership
	+ Self-Regulation, Gratitude, Hope, Humor
	+ Spirituality, Love of Learning, Forgiveness, Social Intelligence
	+ Prudence, Zest, Perspective, Teamwork

**Reflection Questions:**

1. What is something you’ve accomplished in the past 30 days that you’re proud of?
2. Describe one personal strength that helped you accomplish this.
3. What obstacles did you overcome to achieve it?
4. How did this achievement make you feel?
5. What is one goal you’d like to accomplish next?
6. What is one small step you can take toward that goal today?

**0:50 - 1:00 | Sharing and Wrap-Up**

* Invite volunteers to share one strength and an accomplishment.

**Facilitator Script:** "Celebrating your wins, no matter how small, keeps you moving forward. Let today be a reminder of your progress."

**Homework (Optional):**

Track one small goal this week. Write down your progress and how it felt to move forward.

**End of Session 8**

**Session 9: Physical Wellbeing – Nutrition, Exercise, and Sleep – Workbook pg. 22**

**Session Length:** 60 minutes

**Objectives:**

* Understand how physical wellness supports recovery and emotional balance.
* Learn strategies to improve nutrition, movement, and sleep.
* Reflect on current habits and set realistic goals for physical self-care.

**Materials Needed:**

* Handout: "Nutrition, Exercise, and Sleep"
* Whiteboard or flipchart
* Pens and paper or journals

**Minute-by-Minute Breakdown:**

**0:00 - 0:10 | Welcome and Check-In**

* Welcome participants.
* Check-in question: “What’s one thing you did recently that made your body feel better?”

**Facilitator Script:** "Today we’re going to talk about one of the most important—but often overlooked—parts of recovery: taking care of your body. Physical health supports emotional stability, mental clarity, and even relationship strength."

**0:10 - 0:25 | Teaching: The Role of Nutrition, Exercise, and Sleep in Recovery**

* Discuss how nutrition, exercise, and sleep impact:
	+ Mood and emotional regulation
	+ Focus and energy
	+ Relationships
	+ Engagement and productivity
	+ Goal achievement and purpose

**Facilitator Prompt:** "Let’s walk through three pillars of physical wellbeing. You don’t have to be perfect—just start with one small change."

**0:25 - 0:35 | Nutrition: Fueling Your Recovery**

* Present the “28 Healthy Foods” list.
* Invite participants to circle three foods they would try this week.

**28 Healthy Foods to Incorporate:** Avocado, Blueberries, Spinach, Salmon, Almonds, Broccoli, Quinoa, Oats, Greek Yogurt, Sweet Potatoes, Eggs, Walnuts, Lentils, Chia Seeds, Turmeric, Garlic, Green Tea, Dark Chocolate, Bell Peppers, Beans, Cottage Cheese, Kale, Chicken Breast, Brown Rice, Oranges, Ginger, Mushrooms, Flax Seeds

**Reflection Question:** What are 3 healthy foods from this list you can add to your diet this week?

**0:35 - 0:45 | Exercise: Movement for Mind and Body**

* Present the “20 Healthy Exercises” list.
* Encourage choosing one to try 3 times this week.

**20 Healthy Exercises:** Brisk Walking, Jogging/Running, Cycling, Swimming, Yoga, Pilates, Dancing, Hiking, Strength Training, Jumping Jacks, Push-ups, Squats, Lunges, Planks, Rowing, Team Sports, Martial Arts, Tai Chi, Jumping Rope, Stretching

**Reflection Question:** What is one form of movement you enjoy or are willing to try for 15 minutes, three times this week?

**0:45 - 0:55 | Sleep: Rest as Recovery**

* Discuss the importance of bedtime routines.
* Brainstorm small habits for better sleep (e.g., no screens 30 min before bed, consistent sleep/wake time).

**Reflection Question:** What is one change you can make to your bedtime routine to improve your sleep quality?

**0:55 - 1:00 | Wrap-Up and Commitment**

* Ask each participant to choose one small change for the week.

**Facilitator Script:** "Caring for your body is one of the greatest signs of respect you can give yourself in recovery. Let’s keep building from the inside out."

**Homework (Optional):** Track any changes in mood, focus, or energy from adding a new food, movement, or sleep habit.

**End of Session 9**

**Session 10: Optimism – Strengthening Hope and Resilience – Workbook pg. 25**

**Session Length:** 60 minutes

**Objectives:**

* Explore the importance of optimism in recovery and wellbeing.
* Practice tools to reframe negative thoughts and build a hopeful mindset.

**Materials Needed:**

* Pens and journals or paper
* Whiteboard or flipchart

**Minute-by-Minute Breakdown:**

**0:00 - 0:10 | Welcome and Check-In**

* Welcome participants.
* Check-in prompt: “What is something small you’re looking forward to?”

**0:10 - 0:25 | Teaching: Optimism as a Recovery Tool** **Facilitator Script:** "Optimism isn’t about denying life’s challenges—it’s about believing that things can improve and that you have the power to help shape a better future. It’s a mindset that fuels resilience."

**0:25 - 0:35 | Practice: Best Possible Self Exercise**

* Participants spend 10–15 minutes writing about their ideal future.
* Prompt: "Imagine your life in 5 years if everything has gone as well as it could. What are you doing? Who are you with? How do you feel?"

**0:35 - 0:45 | Reframing Negative Thoughts**

* Briefly teach how to challenge negative thinking.
* Invite participants to identify one negative thought and reframe it.
* Example: "I’ll never be able to stay sober" → "Recovery is hard, but I’m growing stronger every day."

**0:45 - 0:55 | Focus on Solutions**

* Group discussion: What’s one challenge you’re facing?
* Brainstorm at least one solution or step forward.

**0:55 - 1:00 | Wrap-Up and Reflection** **Reflection Questions:**

* What is one area of your life where you can practice a more optimistic outlook?
* What is one thing you are hopeful for in your future?

**Facilitator Script:** "Hope is fuel. Let’s take what we’ve written today and use it as a reminder that we have the power to create the future we want."

**End of Session 10**

**Session 11: Putting It All Together – Your Weekly PERMA+ Plan – Workbook pg. 26**

**Session Length:** 60 minutes

**Objectives:**

* Integrate all components of PERMA+ into a personalized weekly plan.
* Reflect on learned practices and set a vision for continued growth.

**Materials Needed:**

* Weekly planning worksheet
* Pens, whiteboard or projector for the example plan

**Minute-by-Minute Breakdown:**

**0:00 - 0:10 | Welcome and Check-In**

* Prompt: “Which PERMA+ element has made the biggest difference for you so far?”

**0:10 - 0:20 | Recap and Review**

* Briefly review each component of PERMA+
* Invite group to reflect: What did they connect with most and why?

**0:20 - 0:30 | Teaching: Why Planning Matters** **Facilitator Script:** "A strong recovery isn’t left to chance. It’s built day by day with intention. Creating a plan that reflects your values, strengths, and goals gives you something to lean into—even when things get tough."

**0:30 - 0:40 | Example Weekly Plan (Show or Read):**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **PERMA+ Element** | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Saturday** | **Sunday** |
| Positive Emotion | Gratitude Journal | Savor a meal | Act of Kindness | Gratitude Journal | Uplifting Music | Watch a funny movie | Gratitude Journal |
| Engagement | Read 30 min | Puzzle | Mindful Walk | Practice a hobby | Learn online | Visit museum or park | Plan your week |
| Relationships | Call a friend | Support group | Family lunch | Meaningful talk | Reconnect w/friend | Time w/ loved ones | Write thank-you note |
| Meaning | Reflect on values | Volunteer | Inspirational read | Journal on purpose | Connect w/ nature | Attend spiritual svc | Set weekly intentions |
| Accomplishment | Set weekly goal | Work on project | Learn new skill | Organize space | Review progress | Complete a task | Celebrate success |
| + (Health) | 30-min walk | Meal prep | Yoga/stretch | Sleep 7–9 hrs | Healthy recipe | Hike or bike ride | Mindful eating |

**0:40 - 0:55 | Create Your Plan**

* Distribute blank weekly plan template.
* Invite participants to fill in their own activities for each PERMA+ area across the week.

**Reflection Prompt:**

* “Which activities will you prioritize this week and why?”

**0:55 - 1:00 | Wrap-Up and Encouragement** **Facilitator Script:** "This isn’t about being perfect—it’s about being intentional. Let’s keep designing a life worth staying well for."

**End of Session 11**

**Session 12: SMART Recovery Management Plan – Workbook pg. 28**

**Session Length:** 60 minutes

**Objectives:**

* Understand the core principles of SMART Recovery.
* Learn and complete a Cost-Benefit Analysis (CBA) to build motivation for change.
* Explore how SMART Recovery tools align with PERMA+ concepts.

**Materials Needed:**

* Handout: "SMART Recovery Management Plan"
* Pens and paper or journals
* Whiteboard or flipchart

**Minute-by-Minute Breakdown:**

**0:00 - 0:10 | Welcome and Introduction**

* Welcome participants.
* Check-in prompt: "Why did you show up today? What’s one thing you want to gain from recovery?"

**Facilitator Script:** "Today we’re going to shift into one of the major frameworks of your recovery plan: SMART Recovery. This system focuses not on labeling yourself but on building skills and strategies that lead to lasting change. It’s about being empowered to take control of your choices."

**0:10 - 0:25 | Teaching: What is SMART Recovery?**

* Introduce the 4-Point Program®
	+ Building and Maintaining Motivation
	+ Coping with Urges
	+ Managing Thoughts, Feelings, and Behaviors
	+ Living a Balanced Life

**Facilitator Prompt:** "What’s something you want more of in your life—beyond just quitting a substance or behavior? SMART helps you build that life."

**0:25 - 0:45 | Activity: Cost-Benefit Analysis (CBA)**

* Explain the CBA tool and walk through the instructions.

**Facilitator Script:** "This tool isn’t about judgment—it’s about clarity. When we lay it all out honestly, we can start making decisions based on long-term fulfillment instead of short-term relief."

**Instructions:** Be as honest and specific as possible. Think about both short-term and long-term consequences.

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| --- | --- |
| **Advantages of Using/Doing** | **Disadvantages of Using/Doing** |
| 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

|  |  |
| --- | --- |
| Advantages of NOT Using/Doing | Disadvantages of NOT Using/Doing |
| 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 2. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | 3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Reflection Question:**

* Looking at your CBA, do the long-term benefits of quitting outweigh the short-term benefits of using?

**0:45 - 0:55 | Group Discussion**

* Invite volunteers to share insights from their CBA.
* Prompt group conversation around motivations and hesitations.

**Facilitator Prompt:** "Was there anything surprising when you laid it all out? What stood out as most important to you?"

**0:55 - 1:00 | Wrap-Up and Commitment** **Facilitator Script:** "Motivation isn’t something you either have or don’t have. It’s something you build, practice, and protect. Keep your ‘why’ close—it’s your compass."

**End of Session 12**

**Session 13: Coping with Urges – Workbook pg. 30**

**Session Length:** 60 minutes

**Objectives:**

* Understand urges as a normal part of recovery.
* Learn and practice the ABC model for managing urges.
* Explore a wide range of coping strategies to handle urges effectively.

**Materials Needed:**

* Handout: ABC Model Worksheet
* Handout: 200 Coping Strategies Chart
* Whiteboard or flipchart
* Pens and notebooks

**Minute-by-Minute Breakdown:**

**0:00 - 0:10 | Welcome and Introduction**

* Welcome participants.
* Check-in prompt: “What’s one thing you’ve done this week to take care of your emotional health?”

**Facilitator Script:** "Urges are a normal part of recovery. They don’t mean you’ve failed—they’re a chance to practice new tools and grow stronger. Today, we’ll learn a technique that helps you pause, think, and respond instead of react."

**0:10 - 0:30 | Teaching: ABC Model for Urge Coping**

* Introduce the ABC model:
	+ A = Activating Event (trigger/urge)
	+ B = Beliefs about the urge
	+ C = Consequences (feelings and actions)
	+ D = Dispute the belief
	+ E = Effective new belief & action

**Facilitator Prompt:** "When you feel an urge, your thoughts—not the urge itself—often lead you to act. What if you could interrupt that process? That’s what the ABC model helps you do."

**0:30 - 0:45 | Activity: ABC Model Worksheet**

* Distribute ABC worksheet and review an example together.
* Allow time for participants to complete their own worksheet.

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| --- |
| **ABC Urge Coping Worksheet** |
| **A – Activating Event (Trigger):** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **B – Beliefs (Thoughts about the urge):** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **C – Consequences (Feelings/Actions):** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **D – Dispute (Challenge your thoughts):** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **E – Effective New Belief & Action:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Reflection Prompt:** "What did you notice about your thoughts when you wrote them down? Was there a shift when you challenged them?"

**0:45 - 0:55 | Coping Strategies Toolbox Discussion**

* Introduce the "200 Coping Strategies" chart.
* Explain that Step E (Effective Action) from the ABC model needs a plan—this is their toolbox.
* Have participants circle 5–10 strategies they want to try.

**Facilitator Prompt:** "It’s not about doing everything. It’s about finding what works for you. Start small. Even one or two go-to coping strategies can change everything."

**0:55 - 1:00 | Wrap-Up and Commitment**

* Ask participants to share one coping strategy they’ll try this week.

**Facilitator Script:** "Urges don’t last forever, and neither does discomfort. When you learn to sit with it, you take your power back."

**Toolbox: 200 Response (Coping) Strategies**

When you get to step "E" in your ABC, you need an effective new action. Here is a large list of options. Find a few that work for you.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Physical & Relaxing** | **Mental & Mindful** | **Distracting & Engaging** | **Creative & Productive** | **Social & Supportive** |
| 1. Go for a walk | 41. Meditate for 5 mins | 81. Watch a movie | 121. Draw or doodle | 161. Call a friend |
| 2. Do 10 push-ups | 42. Practice mindfulness | 82. Watch a documentary | 122. Paint with watercolors | 162. Text a family member |
| 3. Stretch your muscles | 43. Deep breathing exercises | 83. Listen to a podcast | 123. Write a poem or story | 163. Go to a SMART meeting |
| 4. Jog in place | 44. Count to 100 slowly | 84. Listen to an album | 124. Journal your thoughts | 164. Talk to a therapist |
| 5. Dance to a song | 45. Visualize a calm place | 85. Play a video game | 125. Start a blog | 165. Meet a friend for coffee |
| 6. Take a hot shower | 46. Repeat a mantra | 86. Play a board game | 126. Play an instrument | 166. Volunteer |
| 7. Take a cold shower | 47. Ground yourself (5 senses) | 87. Read a book | 127. Learn a new song | 167. Help a neighbor |
| 8. Have a warm bath | 48. Write a gratitude list | 88. Read the news | 128. Try a new recipe | 168. Join a club or group |
| 9. Get a massage | 49. Plan your day/week | 89. Do a crossword puzzle | 129. Bake cookies or bread | 169. Go to a public place |
| 10. Do yoga | 50. Challenge a negative thought | 90. Do a Sudoku puzzle | 130. Cook a nice meal | 170. Cuddle a pet |
| 11. Squeeze a stress ball | 51. Read positive affirmations | 91. Research a topic | 131. Organize a closet | 171. People-watch at a park |
| 12. Use a foam roller | 52. Recall a happy memory | 92. Learn a new language | 132. Clean a room | 172. Compliment a stranger |
| 13. Progressive muscle relax | 53. Do a mental puzzle | 93. Watch educational videos | 133. Plan a project | 173. Ask someone about their day |
| 14. Drink a glass of cold water | 54. Use the DISARM tool | 94. Build a fantasy sports team | 134. Create a budget | 174. Write a letter to a friend |
| 15. Drink herbal tea | 55. Observe your thoughts | 95. Learn a magic trick | 135. Do laundry | 175. Plan a get-together |
| 16. Hold an ice cube | 56. Focus on your values | 96. Build with LEGOs | 136. Wash the dishes | 176. Join an online forum |
| 17. Eat a healthy snack | 57. Identify cognitive distortions | 97. Do a jigsaw puzzle | 137. Meal prep for the week | 177. Play with your kids |
| 18. Chew gum | 58. Mentally list state capitals | 98. Watch funny videos | 138. Water your plants | 178. Smile at 5 people |
| 19. Eat something sour | 59. Recite a poem | 99. Read comics | 139. Do yard work | 179. Practice active listening |
| 20. Splash water on your face | 60. Pray or reflect spiritually | 100. Browse a library | 140. Repair something broken | 180. Offer to help someone |
| 21. Put on a face mask | 61. Read Stoic philosophy | 101. Browse a museum online | 141. Take an online course | 181. Go to a concert |
| 22. Get a manicure/pedicure | 62. Remind yourself "This will pass" | 102. Learn a new skill online | 142. Update your resume | 182. Go to a sports game |
| 23. Lie down for 15 mins | 63. Delay the decision for 1 hr | 103. Organize digital files | 143. Write a to-do list | 183. Visit a relative |
| 24. Take a nap | 64. Review your CBA | 104. Edit photos | 144. Plan your dream vacation | 184. Reconnect with an old friend |
| 25. Use a weighted blanket | 65. Think of your "why" | 105. Window shop online | 145. Create a vision board | 185. Attend a local event |
| 26. Get fresh air by a window | 66. Fact-check your thoughts | 106. Look at maps | 146. Learn photography | 186. Go on a date |
| 27. Sit in the sun | 67. Detach from the thought | 107. Watch sports | 147. Take up knitting/crochet | 187. Join a team sport |
| 28. Feel your pulse | 68. See the thought as a cloud | 108. Listen to a ballgame | 148. Try woodworking | 188. Go to the library |
| 29. Focus on your breathing | 69. Label the emotion | 109. Play solitaire | 149. Start a collection | 189. Share a meal with someone |
| 30. Wear comfy clothes | 70. Say "STOP" out loud | 110. Learn juggling | 150. Start a garden | 190. Forgive someone |
| 31. Smell essential oils | 71. Imagine the urge floating away | 111. Research your family tree | 151. Write a business plan | 191. Offer encouragement |
| 32. Light a candle | 72. Think about your goals | 112. Watch a nature cam | 152. Create a website | 192. Send a thank-you note |
| 33. Put lotion on your hands | 73. Imagine success | 113. Play a puzzle app | 153. Tie-dye a shirt | 193. Have a deep conversation |
| 34. Go for a drive | 74. Problem-solve the trigger | 114. Read a magazine | 154. Mix a new music playlist | 194. Apologize if needed |
| 35. Take your vitamins | 75. Acknowledge the urge, don't act | 115. Learn calligraphy | 155. Build a model car/plane | 195. Be a mentor |
| 36. Cuddle a stuffed animal | 76. Notice 3 things you see | 116. Try origami | 156. Detail your car | 196. Find a mentor |
| 37. Hug yourself | 77. Notice 3 things you hear | 117. Go bird-watching | 157. Write a song | 197. Go bowling |
| 38. Use a heating pad | 78. Notice 3 things you feel | 118. Identify cloud shapes | 158. Write a screenplay | 198. Go to the movies |
| 39. Climb stairs | 79. Focus on an object's details | 119. Read inspiring quotes | 159. Design a t-shirt | 199. Join a book club |
| 40. Do jumping jacks | 80. Mentally narrate your actions | 120. Look at art | 160. Make jewelry | 200. Share your story |

**End of Session 13**

**Session 14: Managing Thoughts, Feelings, and Behaviors – Workbook pg. 36**

**Session Length:** 60 minutes

**Objectives:**

* Learn how to manage difficult emotions like anger, anxiety, and depression in a healthy way.
* Apply the ABC model to emotional upsets.
* Reflect on personal emotional triggers and practice new ways of thinking.

**Materials Needed:**

* Handout: ABC for Emotional Upsets Worksheet
* Whiteboard or flipchart
* Pens and notebooks

**Minute-by-Minute Breakdown:**

**0:00 - 0:10 | Welcome and Introduction**

* Welcome participants.
* Check-in prompt: “What emotion has been the most difficult for you to manage lately?”

**Facilitator Script:** "In recovery, our emotions can sometimes feel overwhelming. But learning to manage them is a powerful step toward a balanced and fulfilling life. Today, we’ll learn a simple tool to help us respond to emotional upsets with clarity and strength."

**0:10 - 0:30 | Teaching: ABC for Emotional Upsets**

* Review the ABC model:
	+ A = Activating Event (the situation)
	+ B = Beliefs (your thoughts about the situation)
	+ C = Consequences (feelings and actions)

**Facilitator Prompt:** "You’ve already seen this model with urges—now we’ll use it for emotions. What happens outside of us is only part of the story. It’s what we believe about it that shapes how we feel and respond."

**0:30 - 0:45 | Activity: ABC for Emotional Upsets Worksheet**

* Distribute the ABC worksheet and walk through a sample.
* Allow participants to complete the worksheet with their own recent situation.

|  |
| --- |
| **ABC Emotional Upset Worksheet** |
| **A – Activating Event (Trigger):** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **B – Beliefs (Thoughts about the situation):** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| **C – Consequences (Feelings/Actions):** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

**Reflection Prompts:**

* "What’s a common situation that triggers difficult emotions for you?"
* "What’s one belief you could change to respond more calmly or constructively?"

**0:45 - 0:55 | Group Discussion and Insight Sharing**

* Invite participants to share what they discovered using the model.
* Discuss how this tool can help build resilience and reduce reactivity.

**Facilitator Prompt:** "Changing how we think is a skill—it takes practice. But with time, it gives us back our power."

**0:55 - 1:00 | Wrap-Up and Commitment**

* Ask each participant to write down one new belief or thought they’ll practice this week.

**Facilitator Script:** "Remember, thoughts are not facts. You can choose which ones to believe. The more you practice, the more you grow."

**End of Session 14**

**Session 15: Living a Balanced Life – Workbook pg. 37**

**Session Length:** 60 minutes

**Objectives:**

* Explore the importance of lifestyle balance in recovery.
* Identify current levels of satisfaction across life areas.
* Use the Lifestyle Balance Pie to visualize current vs. ideal life balance.
* Make one small, actionable change toward balance.

**Materials Needed:**

* Lifestyle Balance Pie Worksheet (blank)
* Pens and notebooks
* Whiteboard or flipchart

**Minute-by-Minute Breakdown:**

**0:00 - 0:10 | Welcome and Introduction**

* Welcome participants.
* Check-in prompt: “What part of your life feels ‘out of balance’ lately?”

**Facilitator Script:** "Recovery is about more than stopping a behavior—it's about creating a life worth living. Today we’ll talk about balance: how to make space for joy, growth, and wellbeing in every part of our lives."

**0:10 - 0:25 | Teaching: Lifestyle Balance and the SMART 4th Point**

* Discuss the SMART Recovery 4th Point: Living a Balanced Life.
* Explain that this means addressing all areas of life—relationships, health, fun, growth, etc.—not just avoiding a behavior.
* Link to PERMA+: Explain how each element (Positive Emotion, Engagement, Relationships, Meaning, Accomplishment, and +Health) plays a role in a balanced life.

**Facilitator Prompt:** "When one part of our life dominates or is neglected, we feel it. Balance helps us thrive, not just survive."

**0:25 - 0:45 | Activity: Lifestyle Balance Pie**

* Hand out the worksheet.
* Participants rate their satisfaction (1–10) in these life areas:
	+ Relationships & Social Life
	+ Career / Work / Vocation
	+ Finances
	+ Physical Health (Diet, Exercise)
	+ Mental & Emotional Health
	+ Hobbies & Recreation
	+ Personal Growth / Spirituality
	+ Home Environment
* Invite them to draw a pie chart showing how much time or energy they *currently* give to each area.
* Then create an *ideal* pie showing how they’d like it to look.

**Facilitator Prompt:** "Which areas are thriving, and which ones are missing attention? How can you shift your energy to create more balance?"

**0:45 - 0:55 | Discussion: Applying the Balance**

* Invite participants to share reflections.
* Ask: What area did you rate lowest? What’s one step you can take to improve that area this week?

**Facilitator Prompt:** "Balance isn’t about perfection—it’s about making small adjustments toward the life you want."

**0:55 - 1:00 | Wrap-Up and Commitment**

* Have participants identify one hobby or interest they’d like to bring more into their lives.
* Write down one commitment for the week.

**Facilitator Script:** "You don’t have to do everything at once. Just one small step in the right direction can start to create a ripple of positive change."

**Lifestyle Balance Reflection Questions:**

* Which area has the lowest score? What is one small step you could take this month to improve your satisfaction in that area?
* What is a vital, absorbing interest or hobby you would like to spend more time on?

**End of Session 15**

**Session 16: DIBS – Disputing Irrational Beliefs – Workbook pg. 39**

**Session Length:** 60 minutes

**Objectives:**

* Teach participants how to identify and challenge irrational beliefs.
* Practice using the DIBS tool.
* Link cognitive tools to emotional and behavioral outcomes in recovery.

**Materials Needed:**

* DIBS Worksheet (blank)
* Pens and notebooks
* Whiteboard or flipchart

**Minute-by-Minute Breakdown:**

**0:00 - 0:10 | Welcome and Introduction**

* Welcome participants.
* Check-in prompt: “What is one unhelpful thought you’ve caught yourself thinking lately?”

**Facilitator Script:** "Thoughts have power—but we don’t have to believe everything we think. Today, we’re going to learn a tool that helps us take a step back and evaluate those thoughts."

**0:10 - 0:30 | Teaching: The DIBS Tool**

* Introduce the tool and its SMART Recovery foundation.
* Emphasize how DIBS enhances PERMA+:
	+ Positive Emotion: through stress relief and clarity.
	+ Engagement: by practicing active coping skills.
	+ Relationships: by preventing overreactions.
	+ Meaning & Accomplishment: by aligning thoughts with goals.
	+ +Health: through emotional regulation and self-awareness.

**Facilitator Prompt:** "Irrational beliefs can drive behavior and emotions. But with DIBS, we can stop, check the facts, and choose better."

**0:30 - 0:50 | Activity: Practice Using DIBS**

* Pass out worksheet.
* Walk participants through the steps using a sample thought:
	1. Identify the stressful thought or belief.
	2. Ask: Is it 100% true?
	3. Does it help or hurt my goals?
	4. What's a more helpful, rational way to see this?
	5. What new thought can I practice instead?
* Have them complete a DIBS process using a current belief.

**0:50 - 1:00 | Group Discussion and Wrap-Up**

* Invite sharing (optional).
* Summarize key insight: “You have the power to choose your beliefs and your direction.”

**Reflection Questions:**

* What specific thought is causing me stress or leading me toward an unwanted behavior right now?
* Is this belief 100% true, or is it an opinion? Where is the hard evidence that proves it is a fact?
* Is holding onto this belief helping me achieve my long-term goals, or is it hurting me?
* What is a more rational, less extreme, and more helpful way to view this situation?
* What new, constructive thought can I choose to focus on instead?

**End of Session 16**

**Session 17: DISARM – Destructive Imagery and Self-talk Awareness & Refusal Method – Workbook pg. 40**

**Session Length:** 60 minutes

**Objectives:**

* Teach participants to identify and reject the “addictive voice.”
* Practice using the DISARM method.
* Enhance awareness of self-talk and mental imagery.

**Materials Needed:**

* DISARM Worksheet (blank)
* Pens and notebooks
* Whiteboard or flipchart

**Minute-by-Minute Breakdown:**

**0:00 - 0:10 | Welcome and Introduction**

* Welcome participants.
* Check-in prompt: “What’s one excuse or justification your ‘addictive voice’ has used before?”

**Facilitator Script:** "We all have that inner voice that tries to talk us into things we’ll regret. Today, we’ll learn how to recognize it, name it, and shut it down."

**0:10 - 0:25 | Teaching: What Is the DISARM Method?**

* Define DISARM: Destructive Imagery and Self-talk Awareness & Refusal Method.
* Explain how to identify the “addictive voice.”
* Offer examples of common justifications and how to reframe them.
* Link to PERMA+:
	+ Positive Emotion: By disarming urges and promoting confidence.
	+ Engagement: Encourages mindfulness of inner dialogue.
	+ Relationships: Reduces secrecy and relapse-related conflict.
	+ Meaning: Reinforces values and purpose.
	+ Accomplishment: Builds confidence and strength in choices.
	+ +Health: Supports resilience and mental wellbeing.

**0:25 - 0:45 | Activity: Practice DISARM**

* Walk through each prompt:
	1. What phrases does your “addictive voice” use?
	2. What name can you give it to separate it from yourself?
	3. What are 3 powerful refusal statements you can use?
	4. What healthy activity can you turn to instead?
* Invite participants to fill out the worksheet.

**0:45 - 1:00 | Group Discussion and Wrap-Up**

* Share takeaways (optional).
* Reinforce the power of naming and disarming the voice.

**Facilitator Script:** "You’re not helpless. That voice is not you—it’s just a trick. You’ve got tools now to call it out and walk away."

**Reflection Questions:**

* What are the common phrases or excuses my “addictive voice” uses?
* If I were to give this voice a name to separate it from myself, what would it be?
* What are three powerful, pre-planned refusal statements I can have ready?
* What is a healthy, absorbing activity I can immediately pivot to after I’ve DISARM-ed the voice?

**End of Session 17**

**Session 18: The Three Unconditional Acceptances – Workbook pg. 41**

**Session Length:** 60 minutes

**Objectives:**

* Introduce and reflect on the Three Unconditional Acceptances (USA, UOA, ULA).
* Explore how these principles reduce shame, blame, and distress.
* Practice applying acceptance to real-life situations in recovery.

**Materials Needed:**

* Three Acceptances Reflection Worksheet (blank)
* Pens and notebooks
* Whiteboard or flipchart

**Minute-by-Minute Breakdown:**

**0:00 - 0:10 | Welcome and Introduction**

* Welcome participants.
* Check-in prompt: “What’s one recent situation where you struggled with self-judgment, frustration with others, or life feeling unfair?”

**Facilitator Script:** "We can’t always control our thoughts, other people, or life events—but we can change how we respond. Today we’re talking about the power of unconditional acceptance."

**0:10 - 0:25 | Teaching: The Three Unconditional Acceptances**

* Define each:
	1. **Unconditional Self-Acceptance (USA):** I accept myself wholly, even when I make mistakes or fall short of my goals. My worth as a person is not determined by my achievements or failures.
	2. **Unconditional Other-Acceptance (UOA):** I accept that others will sometimes treat me unfairly, behave poorly, or make mistakes. Their actions reflect their own struggles and do not determine my emotional wellbeing.
	3. **Unconditional Life-Acceptance (ULA):** I accept that life will include pain, setbacks, and unfairness. I can still live meaningfully and peacefully even when life doesn’t meet my expectations.

**Facilitator Prompt:** "These principles help us stop fighting reality, stop blaming others, and stop punishing ourselves. Acceptance doesn’t mean giving up—it means moving forward."

**0:25 - 0:45 | Activity: Reflection and Writing**

* Distribute worksheets.
* Invite participants to reflect on the following prompts:
	+ (USA - Self): In what ways do I punish myself for making mistakes? What would it feel like to fully accept myself as a valuable but fallible human being?
	+ (UOA - Others): Whose actions are causing me distress right now? Am I demanding that they be different? How can I accept them as they are, without necessarily liking or approving of their behavior?
	+ (ULA - Life): What difficult reality of my life am I currently fighting against? How is this resistance affecting my peace of mind? What’s one small step I can take to practice acceptance today?

**0:45 - 1:00 | Discussion and Wrap-Up**

* Invite volunteers to share insights (optional).
* Reinforce the link to PERMA+:
	+ **P** (Positive Emotion): Less guilt and frustration.
	+ **E** (Engagement): Less perfectionism, more presence.
	+ **R** (Relationships): Greater empathy.
	+ **M** (Meaning): Compassion over control.
	+ **A** (Accomplishment): Progress over perfection.
	+ **+** (Health): Resilience and wellbeing.

**Facilitator Script:** "Acceptance doesn’t make the pain go away—but it helps you carry it with more peace, and with less struggle."

**Reflection Questions:**

* (USA - Self): In what ways do I punish myself for making mistakes? What would it feel like to fully accept myself as a valuable but fallible human being?
* (UOA - Others): Whose actions are causing me distress right now? Am I demanding that they be different? How can I accept them as they are, without necessarily liking or approving of their behavior?
* (ULA - Life): What difficult reality of my life am I currently fighting against? How is this resistance affecting my peace of mind? What’s one small step I can take to practice acceptance today?

**End of Session 18**

**Session 19: Hierarchy of Values (HOV) – Workbook pg. 42**

**Session Length:** 60 minutes

**Objectives:**

* Help participants identify their most important values.
* Clarify how addictive behaviors may conflict with those values.
* Use value alignment to increase motivation for lasting change.

**Materials Needed:**

* HOV Worksheet (blank)
* Pens and notebooks
* Whiteboard or flipchart

**Minute-by-Minute Breakdown:**

**0:00 - 0:10 | Welcome and Introduction**

* Welcome participants.
* Check-in prompt: “What’s something that really matters to you—something you’d protect at all costs?”

**Facilitator Script:** "Today, we’ll talk about values—the things that matter most in life. Sometimes our actions can fall out of sync with those values. But when we reconnect with what truly matters, our direction becomes clearer."

**0:10 - 0:25 | Teaching: What is the Hierarchy of Values (HOV)?**

* Explain the tool:
	+ The HOV helps clarify what matters most.
	+ When actions go against values, we feel inner conflict.
	+ Recovery involves choosing behaviors that support—not sabotage—your values.

**Facilitator Prompt:** "When we act in ways that match our deepest values, we feel more peace and purpose."

**0:25 - 0:45 | Activity: Rank and Reflect**

* Distribute worksheets.
* Guide participants to list 5–7 things that give their life meaning and purpose (e.g., health, family, freedom, honesty).
* Rank them in order of priority.
* Reflect on how old behaviors conflicted with these values and what new actions could better support them.

**Prompts:**

* What are the 5–7 things that give my life the most meaning and purpose?
* If I had to rank them, which value is my number one priority right now?
* In what ways does my old behavior conflict with these values?
* What is one small action I can take today to honor my most important value?

**0:45 - 1:00 | Discussion and Wrap-Up**

* Invite participants to share their top value and one action step.
* Reinforce the PERMA+ links:
	+ **P** (Positive Emotion): Less internal conflict, more peace.
	+ **E** (Engagement): Living more intentionally.
	+ **R** (Relationships): Acting with integrity.
	+ **M** (Meaning): Values = purpose.
	+ **A** (Accomplishment): Goals that matter.
	+ **+** (Health): Resilience through clarity.

**Facilitator Script:** "Values are your compass. When you follow them, even in small steps, recovery starts to feel less like a burden—and more like coming home."

**Reflection Questions:**

* What are the 5–7 things that give my life the most meaning and purpose?
* Which value is my top priority right now?
* How does my old behavior interfere with these values?
* What is one small action I can take today to live in alignment with my highest value?

**End of Session 19**

**Session 20: DEADS – A Tool for Escaping and Denying Urges – Workbook pg. 44**

**Session Length:** 60 minutes

**Objectives:**

* Teach participants how to manage urges in real-time using the DEADS tool.
* Provide a structured approach to immediate urge management.
* Reinforce skills from previous sessions including DIBS and value-based action.

**Materials Needed:**

* DEADS worksheet (blank)
* Urge Log worksheet (blank)
* Pens and notebooks
* Whiteboard or flipchart

**Minute-by-Minute Breakdown:**

**0:00 - 0:10 | Welcome and Introduction**

* Welcome participants.
* Check-in prompt: “What do you usually do when an urge strikes? What has helped you ride it out?”

**Facilitator Script:** "Urges are normal and expected. But they’re also temporary. Today we’ll explore DEADS—a powerful tool for managing those urges and getting through them without acting on them. We’ll also introduce the Urge Log, which helps you become an expert on your own urges."

**0:10 - 0:25 | Teaching: What is DEADS?**

* Go through the acronym:
	+ **D - Delay:** Urges fade. Commit to wait (15 mins, 30 mins).
	+ **E - Escape:** Remove yourself from the triggering environment.
	+ **A - Avoid:** Stay away from high-risk triggers. Plan ahead.
	+ **D - Dispute:** Use DIBS to challenge irrational thoughts.
	+ **S - Substitute:** Replace the behavior with a healthy alternative.

**Facilitator Prompt:** "This tool is about creating space between the urge and the action—space for you to make a different choice."

**0:25 - 0:40 | Activity: DEADS Worksheet**

* Distribute worksheets.
* Walk through each step with the group.
* Allow 3–4 minutes per section for participants to reflect and write.

**Facilitator Prompts:**

* **Delay:** How long can you wait? What can you say to yourself?
* **Deny:** What can I say to refuse the trigger?
* **Escape:** Where can you go to remove the trigger?
* **Avoid:** What triggers can you proactively steer clear of?
* **Accept:** How can I stay in the present and acknowledge the urge?
* **Attack:** How can I challenge the urge, head on?
* **Dispute:** What irrational thought are you believing—and how can you counter it?
* **Substitute:** What 3 healthy actions can you do instead?

**0:40 - 0:55 | Activity: Urge Log Introduction – Workbook pg. 46**

* Explain the purpose of the Urge Log: a tool to track urges, triggers, and coping.
* Distribute sample urge logs and review the columns:
	+ **Date & Time**
	+ **Trigger**
	+ **Intensity (1-10)**
	+ **Duration**
	+ **Coping Strategy & Notes**
* Share an example urge log entry and encourage participants to fill in a recent experience.

**0:55 - 1:00 | Group Sharing and Wrap-Up**

* Invite volunteers to share one insight or coping strategy from today’s session.
* Reinforce PERMA+ links:
	+ **P** (Positive Emotion): Victory over urges boosts confidence.
	+ **E** (Engagement): Substituting with meaningful activities.
	+ **A** (Accomplishment): Real-time success.
	+ **+** (Health): Avoiding harm, supporting recovery.

**Facilitator Script:** "DEADS gives you a step-by-step path through the moment of craving. Each time you use it, you're strengthening your brain’s ability to choose freedom over habit. Tracking those choices in your Urge Log turns each moment into a learning opportunity."

**Reflection Questions:**

* **Delay:** Can I commit to waiting just 15–30 minutes? What can I say to myself to help?
* **Escape:** What’s triggering me right now? Where can I go to get space?
* **Avoid:** What situations should I avoid this week? How can I plan ahead?
* **Dispute:** What is my addictive voice saying? How can I talk back using my values?
* **Substitute:** What are 3 healthy, value-driven activities I can do instead?
* Which of those sounds most appealing to me in this moment?

**Urge Log Worksheet**

**Sample Urge Log**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date & Time** | **Trigger** | **Intensity (1–10)** | **Duration** | **Coping Strategy & Notes** |
| Friday, 6/13 at 5:30 PM | Finished a very stressful week at work. | 8 | ~20 mins | Went for a hard 15-minute walk while listening to loud music. Felt better. |
| Saturday, 6/14 at 8:00 PM | At a party, saw old friends drinking. | 7 | ~10 mins | Drank a seltzer, focused on one conversation. Urge passed. |
| Sunday, 6/15 at 3:00 PM | Feeling bored and restless at home. | 5 | ~30 mins | Used DISARM. Cleaned kitchen instead. Felt productive. |

**My Urge Log**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date & Time | Trigger | Intensity (1–10) | Duration | Coping Strategy & Notes |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

**End of Session 20**

**Session 21: HALT the BADS – Managing Emotional and Physical Triggers – Workbook pg. 49**

**Session Length:** 60 minutes

**Objectives:**

* Teach participants how to recognize high-risk internal states.
* Provide strategies for addressing HALT and BADS triggers.
* Encourage proactive self-care to stabilize mood and behavior.

**Materials Needed:**

* HALT the BADS worksheet
* Whiteboard or flipchart
* Markers and writing utensils

**Minute-by-Minute Breakdown:**

**0:00 - 0:10 | Welcome and Check-In**

* Welcome participants.
* Check-in prompt: "How have your emotions or physical state influenced your behavior this week?"

**Facilitator Script:** "Sometimes, it’s not the outside world but what’s going on inside us that triggers a relapse or a downward spiral. HALT the BADS helps us spot those inner danger zones and take better care of ourselves."

**0:10 - 0:25 | Teaching: What is HALT the BADS?**

* Define HALT: Hungry, Angry, Lonely, Tired.
* Define BADS: Bored, Anxious, Depressed, Stressed.
* Emphasize that these internal states can impair judgment and increase vulnerability.

**Facilitator Prompt:** "When you're tired or lonely or stressed, it’s easier to make choices you might regret. But if we can name these states early, we can respond instead of react."

**0:25 - 0:45 | Activity: HALT the BADS Worksheet**

* Distribute the worksheet.
* Guide the group through reflection prompts:
	+ What are your warning signs for each state?
	+ What’s one healthy coping strategy for each?

**Facilitator Prompts:**

* "What does it look like when you're bored or stressed—before it even becomes a problem?"
* "Let’s brainstorm some responses that are kind to your mind and body."

**0:45 - 0:55 | Small Group or Partner Sharing**

* Invite participants to share coping tools for HALT and BADS.
* Encourage mutual support and idea exchange.

**0:55 - 1:00 | Wrap-Up**

* Reinforce PERMA+ links:
	+ **P:** Regulating emotions supports inner peace.
	+ **R:** Avoids conflict, improves relationships.
	+ **E:** Increases capacity to stay present.
	+ **M:** Encourages honoring values.
	+ **A:** Strengthens follow-through.
	+ **+ (Health):** Stabilizes energy, mood, and resilience.

**Facilitator Script:** "Your body and emotions send signals all the time. When you listen early and respond with care, you prevent bigger storms down the line."

**Reflection Questions:**

1. **What signs do you notice when you're experiencing any of the HALT or BADS states?**
2. **What are some healthy ways you can respond to each of these states?**
* Hungry: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Angry: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Lonely: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Tired: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Bored: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Anxious: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Depressed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* Stressed: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
1. **What are some early warning signs that you're entering one of these states?**
2. **Who can you reach out to when you need help coping with a HALT or BADS trigger?**

**End of Session 21**

**Session 22: Urge Surfing – Riding the Wave of Cravings – Workbook pg. 51**

**Session Length:** 60 minutes

**Objectives:**

* Teach participants a mindfulness-based technique for coping with cravings.
* Increase emotional awareness and non-reactivity.
* Support participants in using self-regulation skills to manage urges.

**Materials Needed:**

* Urge Surfing worksheet
* Comfortable seating or mats for optional mindfulness practice
* Whiteboard or flipchart
* Markers and writing utensils

**Minute-by-Minute Breakdown:**

**0:00 - 0:10 | Welcome and Check-In**

* Welcome participants.
* Check-in prompt: "Have you noticed any cravings or urges this week? What did you do in response?"

**Facilitator Script:** "Today, we're learning a tool that doesn’t fight urges but helps you move through them. Urge surfing is about riding the wave, staying present, and remembering that every urge will pass."

**0:10 - 0:25 | Teaching: What is Urge Surfing?**

* Define the concept of urge surfing.
* Explain the metaphor of cravings as waves that rise, peak, and fall.
* Discuss how mindfulness supports emotional regulation and reduces reactivity.

**Facilitator Prompt:** "What if you didn’t have to give in—or fight back? What if you could just let the urge rise and fall, like a wave that never knocks you over?"

**0:25 - 0:45 | Activity: Ride the Wave Practice**

* Distribute the worksheet.
* Guide participants through each step:
	1. **Pause** – Notice the urge without acting on it.
	2. **Breathe** – Take slow, deep breaths.
	3. **Observe** – Notice where the urge shows up in your body.
	4. **Ride it Out** – Visualize surfing the urge until it fades.
* Optional: Lead a brief guided visualization.

**Facilitator Prompts:**

* "Where in your body do you feel this urge?"
* "Let’s try a short round of breathing and observing together."

**0:45 - 0:55 | Sharing and Reflection**

* Invite participants to reflect and share:
	+ What did the urge feel like?
	+ What was it like to sit with it instead of reacting?

**0:55 - 1:00 | Wrap-Up**

* Reinforce PERMA+ links:
	+ **P:** Mindfulness reduces distress and increases emotional balance.
	+ **R:** Prevents urge-driven conflicts.
	+ **E:** Deepens present-moment awareness.
	+ **M:** Supports meaningful, values-based action.
	+ **A:** Each time you surf an urge, you win a small but powerful victory.
	+ **+ (Health):** Supports resilience and nervous system regulation.

**Facilitator Script:** "Urges don’t last forever. When you learn to observe instead of obey, you take your power back—one wave at a time."

**Reflection Questions:**

1. **What does an urge feel like in your body?**
2. **What situations tend to trigger urges for you?**
3. **How did it feel to surf the urge instead of reacting?**

**End of Session 22**

**Session 23: Putting It All Together – Your Change Plan Worksheet – Workbook pg. 52**

**Session Length:** 60 minutes

**Objectives:**

* Help participants consolidate their recovery tools into a concrete, personalized change plan.
* Increase motivation, clarity, and commitment to long-term recovery.

**Materials Needed:**

* Change Plan worksheet
* Pens or pencils
* Whiteboard or flipchart (optional)

**Minute-by-Minute Breakdown:**

**0:00 - 0:10 | Welcome and Check-In**

* Greet participants.
* Prompt: "What’s one tool or insight from this group that you’ve found helpful?"

**0:10 - 0:25 | Teaching: Why a Change Plan Matters**

* Discuss how a clear plan promotes success.
* Emphasize how this plan brings together their motivations, skills, and vision for the future.

**Facilitator Script:** "Today is about making your path forward real and actionable. This plan is your personal roadmap—grounded in your strengths, goals, and values."

**0:25 - 0:50 | Activity: Completing the Change Plan Worksheet**

* Distribute the worksheet.
* Walk participants through each section:
1. **My Goal for Change is:** (Be specific)
2. **Why do I want to make this change?** (Refer to your CBA)
3. **What are the first three steps I will take?**
4. **How will I deal with urges and difficult feelings?** (Refer to your ABCs)
5. **Who can I ask for support?**
6. **How will I build a more balanced and enjoyable life?**

**0:50 - 1:00 | Wrap-Up and Sharing**

* Invite volunteers to share a piece of their plan.
* Reinforce PERMA+ connections:
	+ **P:** Builds hope and confidence.
	+ **E:** Turns reflection into action.
	+ **R:** Invites support.
	+ **M:** Aligns behavior with core values.
	+ **A:** Creates measurable success.
	+ **+ (Health):** Builds resilience and strengthens wellbeing.

**Facilitator Script:** "Every part of your recovery journey has led here. This plan is not the end—it’s your launchpad. Let’s move forward with strength, purpose, and support."

**End of Session 23**

**Session 24: Recovery Jeopardy – Game Show Review Session (Not in the Workbook, Sample Questions Listed Below)**

**Session Length:** 60 minutes

**Objectives:**

* Reinforce key concepts from the recovery program in an engaging way.
* Promote positive social connection and group cohesion.
* Celebrate participant progress and learning.

**Materials Needed:**

* Whiteboard or flipchart
* Jeopardy-style game board (printable or digital)
* Pre-made question cards or slides
* Bell or buzzer for teams
* Tokens or markers for scorekeeping

**Minute-by-Minute Breakdown:**

**0:00 - 0:10 | Welcome and Set-Up**

* Greet participants with enthusiasm.
* Explain the game format: Recovery Jeopardy is a team-based quiz game using questions from past sessions.
* Divide participants into 2–3 teams.

**0:10 - 0:50 | Jeopardy Game Time!**

* Categories (example):
	+ **SMART Tools** (ABC, CBA, DEADS, DIBS, etc.)
	+ **PERMA+ Elements**
	+ **Coping Strategies**
	+ **Values and Motivation**
	+ **Managing Urges**
* Ask each team to choose a category and point level.
* Read the question and give teams time to respond.
* Award points for correct answers and keep a running tally.

**Sample Questions:**

* “What does the ‘B’ stand for in the ABC model?”
* “Name one activity from the ‘S’ step in DEADS.”
* “What is the first step in urge surfing?”
* “Give one example of a value from your HOV.”
* “What part of PERMA+ does ‘Relationships’ represent?”

**0:50 - 1:00 | Wrap-Up and Celebration**

* Tally final scores and celebrate the winning team.
* Distribute small prizes or certificates if available.
* Reinforce that everyone wins by showing up and growing.

**Facilitator Script:** "Recovery is a serious commitment—but learning can be fun too. Every answer you gave today came from your hard-earned growth. You’ve got this knowledge—and the strength to keep going."

**Category: SMART Tools**

**100** – What does the “A” stand for in the ABC model?

*Answer: Activating Event*

**200** – What tool helps you weigh the pros and cons of a behavior?

*Answer: CBA (Cost-Benefit Analysis)*

**300** – Name all five steps in the ABCDE model.

*Answer: Activating Event, Beliefs, Consequences, Dispute, Effective new belief/action*

**400** – In the DEADS tool, what does “S” stand for?

*Answer: Substitute*

**500** – What is the purpose of the DISARM tool?

*Answer: To recognize and reject the internal "addictive voice" by replacing it with recovery-oriented self-talk.*

**Category: PERMA+ Elements**

**100** – What does the "P" in PERMA+ stand for?

*Answer: Positive Emotion*

**200** – What is the "+" in PERMA+?

*Answer: Physical Health / Vitality / Resilience*

**300** – Which part of PERMA+ is strengthened by setting and reaching goals?

*Answer: Accomplishment*

**400** – What does “Engagement” mean in the PERMA+ model?

*Answer: Being deeply involved or absorbed in activities that use your strengths*

**500** – Give an example of an activity that supports **Meaning** in PERMA+.

*Answer: Volunteering, spiritual practice, connecting with values, etc.*

**Category: Coping Strategies**

**100** – Name one physical coping strategy from the 200 list.

*Answer: Take a walk, stretch, do jumping jacks, etc.*

**200** – What’s one social strategy you can use when you feel triggered?

*Answer: Call a friend, attend a SMART meeting, ask for support, etc.*

**300** – What tool teaches you to "ride out" an urge like a wave?

*Answer: Urge Surfing*

**400** – What does “HALT” stand for?

*Answer: Hungry, Angry, Lonely, Tired*

**500** – What is one way to respond when you're in a “BADS” state?

*Answer: Any healthy coping skill for boredom, anxiety, depression, or stress*

**Category: Values and Motivation**

**100** – What is the purpose of the Hierarchy of Values (HOV)?

*Answer: To help you clarify and prioritize your most important values*

**200** – What question do you ask when using a CBA?

*Answer: What are the short- and long-term pros and cons of this behavior?*

**300** – Name one of the Three Unconditional Acceptances.

*Answer: Self, Others, or Life*

**400** – What is the main benefit of clarifying your core values?

*Answer: They help guide decisions and increase motivation to change.*

**500** – Give an example of a conflict between a value and an addictive behavior.

*Answer: Wanting health but using substances that harm it, etc.*

**Category: Managing Urges**

**100** – What is the first step of DEADS?

*Answer: Delay*

**200** – What does the "D" in DIBS stand for?

*Answer: Disputing irrational beliefs*

**300** – What’s one phrase you could say to your “addictive voice” in DISARM?

*Answer: “Not today,” “I’m not buying what you’re selling,” etc.*

**400** – What is the purpose of the Urge Log?

*Answer: To track urges, understand patterns, and improve coping responses*

**500** – During urge surfing, what do you observe in your body?

*Answer: Physical sensations like tension, warmth, pressure, etc.*

**Double Jeopardy Round (Point values double: 200–1000)**

**Category: Advanced SMART Recovery Tools**

**200** – What is the main purpose of a DISARM nickname like “The Salesman”?

*To separate the addictive voice from your true self.*

**400** – What tool helps you challenge thoughts that lead to impulsive behavior?

*DIBS (Disputing Irrational Beliefs System)*

**600** – Which SMART point is most connected to creating a balanced weekly schedule?

*Point 4: Living a Balanced Life*

**800** – What is the difference between the ABC model and DEADS tool?

*ABC is for understanding emotions; DEADS is for managing immediate urges.*

**1000** – What are the five steps of the DEADS tool?

*Delay, Escape, Avoid, Dispute, Substitute*

**Category: Deep Dive into PERMA+**

**200** – What does the "M" in PERMA stand for and give one example?

*Meaning; e.g., volunteering, reflecting on values*

**400** – What does the “+” in PERMA+ represent and why is it important?

*Physical health and vitality—essential for resilience and recovery.*

**600** – What PERMA+ elements are supported by using a strength like perseverance?

*Accomplishment, Engagement, Positive Emotion*

**800** – Which PERMA+ element is most likely to increase through social connection?

*Relationships*

**1000** – How does managing difficult emotions support multiple PERMA+ areas at once?

*Improves P (Positive Emotion), R (Relationships), A (Accomplishment), and + (Health)*

**Category: Scenario-Based Coping**

**200** – You’re bored and feeling restless. What’s a strategy from HALT the BADS?

*Engage in a hobby, call a friend, or do something active.*

**400** – You feel triggered after seeing an old friend drinking. What DEADS steps could help?

*Escape the situation, Delay acting, Substitute a new behavior.*

**600** – You made a mistake and feel like giving up. What unconditional acceptance could help?

*Unconditional Self-Acceptance (USA)*

**800** – You’re feeling anxious before a big meeting. What SMART tool could help you dispute your thoughts?

*DIBS or ABC model*

**1000** – You’ve been doing well but feel tempted during a rough week. What tool could help you reconnect to your core motivation?

*Hierarchy of Values (HOV)*

**🎯 Final Jeopardy: Reflection and Resilience**

**Category:** *Living a Flourishing Life*

**Final Jeopardy Question:**

*What does a flourishing life in recovery look like for you, and which tools or values will help you keep building it day by day?*

Participants can write their answers, share them aloud, or reflect silently depending on group preference.

THANK YOU

AND

CONGRATULATIONS!

Congratulations on completing this recovery management workbook!
Your commitment to growth, self-awareness, and lasting change is a powerful achievement. Every reflection, every goal, and every honest moment has helped shape a stronger foundation for your future.

Thank you for showing up—for yourself, your healing, and the life you are building.
This workbook may be finished, but your journey continues—one step, one choice, one moment at a time. You’ve proven that you're capable, resilient, and worthy of a fulfilling life.

As you move forward, may you continue to discover joy in small things, strength in challenges, and meaning in every step.

**We wish you well—today and always.**
Keep growing. Keep going. You are not alone.